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Consideration is given to planning as a process and the student union as a part of the total campus plan. An analytical programing approach is discussed as a prelude to architectural planning. Certain facts and problems, which are inherent in total campus planning and which have an external effect on the nature of the student union, are identified. Goals, problems, and questions relating specifically to the student union are discussed, with emphasis upon the emergence of the design of the student union as a function of the goals to be achieved and the problems to be solved on a campus. (FS)

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THE SATELLITE UNION

Campus Planning Approach

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THE SATELLITE UNION. Campus Planning Approach.

GENTLEMEN, it is not my purpose to sell satellite unions. Instead, I would like to sell an approach to planning as a process -- and take a look at the student union as a part of the campus plan. If we establish a sound planning process on any campus, then the solution to the design of the student union should emerge as a function of the goals to be achieved and the problems to be solved on that campus. The union functions must be put in perspective relating to the goals and problems of the total campus and its other elements. Then we will know whether or not a centralized or decentralized union is the best solution; and if decentralized, to what extent and why. Included in this perspective will be the factor of cost, and cost must be related to value received.

The structured part of my presentation will deal with three subjects:

1. The programming process.
2. The total campus planning problem.
3. Goals, problems, and questions relating specifically to the student union.

I would then like to conclude informally with a few slides to focus on these subjects graphically.

PROGRAMMING

We have always believed that the prelude to good design is creative (and effective) programming.

The first objectives in determining the client's needs must be to define his goals and to distinguish wants from needs. A doctor does not necessarily give his patients what they want. He gives them what he thinks they need. It takes no special talent to take pencil

and paper in hand, go to a client and ask him what he wants. But a mere list of spaces and equipment has little to offer to a problem-solving approach, even if the list represents approximately what the client needs, as well as what he wants. It is a very poor source for designers to go to for inspiration. How then do we go about finding what the real needs are? Here is where training and experience come into play. So much depends on the ability to analyze, combined with good judgment. User-involvement and communication are important to getting a good start. But the most important aspect of effective programming and follow-through is PUTTING FIRST THINGS FIRST.

1. The FIRST item of business is GOALS FORMULATION. Not platitude pronouncement -- but explicit statements of the REAL GOALS of the student union program. Naturally, these goals must be related to the overall goals of the institution and take their place among the various other programs. Priorities must be established among goals. This is the time to resolve conflicts and duplications with other agencies on the campus. This is the time to explore other programs to see if they should come under the union umbrella. The general purposes as stated by the Association of College Unions are a great start. But they must be trimmed of glittering generalities, adapted to the local situation, and made explicit so that communication can be achieved at all levels. At this stage it would be extremely useful to establish reliable investigations into the effectiveness of existing programs, survey students needs and desires, and measure the level of activities in facilities (both on- and off-campus) similar to those contemplated for the union.

2. The second task is to explore and define the METHODS by which these goals are to be implemented in terms of the resources available and activities to be accommodated.

The resources include people, space, time, money, equipment and programs. The activities to be included encompass a wide variety, from loafing to dancing, to eating, to playing games, to forums, to chapel -- but each possible activity must be analyzed to see if it really satisfies a campus or union goal; to see if it responds to the real needs of the student. This is also the time to explore what we call affinities -- the relationships among all the various activities, both within the union, and to activities outside the union. These relationships can be expressed in terms of trips from one activity to another, the amounts of time involved (during class break or for two hours), the joint use of space or equipment, the points from which students come to engage in the activity, the relationship to other curricular or non-curricular activities, and the need for supporting functions, i.e., kitchen to dining, coat storage to ballroom.

This is also the time to begin a rough outline of the nature of each activity, the number of people to be involved, the amount and kind of equipment needed, and thus, the amount and kind of space required. It is very important at this time to establish the CHARACTER of the environment which best suits the activity, and the overall feeling to be imparted by the union and its spaces. Is it to be dynamic or relaxing? Imposing or subservient? Formal or informal? Spacious or cozy?

3. The third task is to define the PROBLEMS. What are the obstacles standing in the path of achieving goals and implementing methods? These problems can range all the way from climate and geography (distance) to the lack of money, and to the idiosyncrasies of human behavior. This is the time to analyze policies at all levels

to determine conflicts with goals. If an existing building is to be remodeled or enlarged, this is the time to list all the obstacles it has placed in the path of progress in the past.

4. Now, and only now, are we ready to search for solutions. And this search will be infinitely more effective if we first find the big concept. What is the big idea, the overall framework to which the solutions to individual problems will be related? What is the principal response we are trying to engender in the student users? Is it group interaction? or individual development? Academic reinforcement? or contrasting relief? Community-campus involvement? Homebase for commuters? The Campus Living Room? The faculty-student retreat? The political forum? Is this to be a controlled environment for structured activities, or a stage in which the students set up the scenery and enact the drama? Even a union with unlimited funds could not equally be all things to everyone, so the big concepts must be a response to the priorities established in the formulation of goals.

By this time, the forces which will determine centrality or decentralization will come into play. If we have been successful in describing and understanding goals, methods, affinities, and problems; and have established some concepts which respond to them, we can determine whether we can serve best at a center focal point, or by moving out to meet the student at certain logical places on the campus. We will know whether all the activities we intend to encompass are sufficiently compatible to co-exist in one place. We will know whether some affinities are stronger between union and non-union activities, or whether all the strongest relationships are among the union activities. We will know whether the space required (including the cars

to be parked) can fit on any one site that is reasonably located relative to the rest of the campus. We will know if some or all of the activities should have direct access from the surrounding community.

The pure analytical approach must be complemented by a creative approach before really good architecture or planning is produced. Nor can creativity alone produce a great building or a great campus. The knowledge and tools we search for must be combined with effective methods before real understanding is reached. Here are the methods we try to use:

1. Make the clients part of the planning team and reap the benefits of group interaction. Here is where you fit in. We do not want you to just tell us what you want, we want to discuss with you, in depth, your goals, your methods, your activities and the kinds of people you are.

2. Obtain a background - through library research, by attending seminars, conventions and conferences, by reading, talking and listening.

3. Develop the art of interrogation. We confess we know too little about the art of interrogation. We have tried to pick up a few pearls from the scientists and are increasing our rate of learning in this regard. But the main teacher has been experience. From this, we have come to believe:
   a. The more conferences with the client, the better.
   b. In the early stages, it is best never to talk about solutions, only goals and problems.
   c. It is important to seek out the big planning concepts by asking questions about the aims and methods of the project, whether it is manufacturing, medical treatment, educating children, worshipping or simply family living.

d. By trying early in the process to establish some big concepts so that the flood of details that comes later will not cover up what is really important in the solution.

4. Study the client from bottom to top. Interrogating only the top people may lead to an incomplete view of the problem.

5. Visit projects with similar functions. This is best done with the client. Many lessons can be learned in finding out how old buildings have responded to changing functions.

6. Raise the architectural appreciation level of the client. An educated client makes the best kind because a building conception cannot be much better than the client's sympathy and understanding of architecture. This must also be turned around; the client must also educate the architect.

7. Examine the facts. Study the site, its surroundings, its climate. Look into the client's pocketbook, investigate local construction methods and materials.

8. Put the resulting needs and ideas down on paper, either graphically or in words. There is no better way to get the fuzz off of a fuzzy idea. This accomplishes three things:

   a. It makes us become more articulate concerning our client's problems.

   b. It lets our client know how we are thinking.

   c. It provides a document by which the client can make the necessary evaluation required for a successful project.

CAMPUS PLANNING

During the initial stage of campus planning we always expend a major effort, in our unsophisticated way, in questioning everyone we can round up both through formal questionnaires and interviews directed toward determining:

1. The major goals of the institution.
2. Problems obstructing the achievement of these goals.
3. Methods by which these goals are to be achieved.
4. The kinds and amounts of space required.
5. The relationships among the activities involved.
6. The kinds of people and equipment involved.
7. The nature of the people involved and their relationships, i.e., student/faculty contact out of class, counselling, etc.

This programming will always expose certain basic facts and problems which will have an external effect on the nature of the student union. Among these are:

1. The nature of the student body. First, how many students will we have? The extent of resident student and commuter student make-up will affect union objectives and the degree of pedestrian vs. automobile access. The ratio of male to female students affects the types of programs offered. The social and economic background of the students must be related to the kinds of activities they will need and desire. The intellectual level and age level will also affect the program. The institution's goals for student body composition and the admissions policies must be understood and coordinated as a first step in programming any element of the campus, and particularly such a complex one as the student union.

2. Social, service and recreational facilities available in the community, and especially in the campus neighborhood. To some extent, the union and the business community are in competition. The degree to which union offerings should compete with or be complementary to those of the existing urban area must be determined. Policies of leasing to private enterprise must be worked out. A market survey may be required.

3. Goals for community involvement. Is the college to be a self-contained community, or is it desired to develop social and cultural interchange with the surrounding neighborhood and city? Is the goal to keep the students on the campus, or to encourage involvement in community service and activities? It is a goal of the college to bring the citizens to the campus? If so, for what kinds of programs?

4. The educational philosophy. Is it an institutional philosophy that education should permeate the student's total life on the campus, or that curricular and extra-curricular activities should be alternated as complementary functions? Is there a special emphasis on faculty/student contact? Should the union provide an extension of study opportunities?

5. The basic nature of the institution. Is it an urban college or university or relatively isolated? Is it a general or special purpose institution? Liberal arts, technical, or professional?

6. Geography. How large is the campus? Walking distances, topography and climate will have a definite effect on student use of the union. And if there is a split-campus

situation, the problem is intensified. If the campus is split into sub-campuses, what are the relative locations of the union and private community services to various areas of the campus, especially to residence halls?

7. Circulation. It is usually a planning objective to create a pedestrian world to some extent on the campus. This may include only a small academic core, or a large area encompassing most of the campus. In any case, the zoning of the campus for cars and pedestrians is extremely critical to locating union facilities because the union must live in both worlds. Sometimes this factor alone may dictate some "satelliting," to resolve the dichotomy between centrality and vehicle access. Any plans for special transportation systems must also be considered, i.e., shuttle buses, elephant trains, etc. In the case where a high degree of interaction with the neighboring urban community is desired, plans for external vehicle access must be defined.

8. Parking. The extent and locations of parking facilities must be considered as a function, not only of the kinds of union activities, but also of the campus geography and circulation plans. If large amounts of parking will be required for certain union activities, certain choices are available:

   a. Location outside of the pedestrian core, because of access limitations, and because of the need to use ground space for a higher density of pedestrian-oriented activities. When pedestrian circulation is interrupted by large parking lots the idea falls apart.

   b. Double use of parking areas: If the nature of the activities allows, parking might be used for academic facilities by day and union activities by night. If there is a major conflict in schedules, this won't work.

c. Construction of parking structures. These might save enough ground area to allow a central location, but cost six to seven times as much money per car space.

d. Splitting the union facilities geographically on the basis of car vs. pedestrian orientation. In some cases, this might greatly increase the total use of the union, just because of the increase in accessibility.

Much campus planning these days is based on a concept of perimeter parking, and this must be a strong input to the programming of union facilities.

9. Physical plant systems and services. Future plans for distributing supplies and services on the campus must be considered as part of the program. Obvious among these are systems and their capacities for distributing power, heat, chilled water, etc. The nature of the supply system, direct commercial deliveries vs. central warehouse and redistribution via campus vehicles, and the type of equipment used for trash collection, are important. If a contract food service is involved, or a U.S. Post Office, their supply routes may have more conventional requirements than if all deliveries are by campus vehicles. In the latter case, smaller vehicles might be able to use specially designed portions of the pedestrian walk system and allow a more central location in the pedestrian area of the campus.

As an initial point of reference and, again, as a final checkpoint the basic elements of the campus plan should be reviewed in depth. These should include:

1. Program statements regarding goals, college organization, teaching methods, enrollment projections and space requirements.
2. Basic plan concepts (to which the union program should relate).

3. Land Use Plan

4. Building Use Plan

5. Open Space and Density Plans

6. Landscape Development Plan

7. Circulation and Parking Plans

These plans should be discussed with the proper officials so that the union program can be put in perspective relative to overall goals and development. At the same time, it may well be that certain aspects of the union program itself should effect alternatives in the campus plan. A well established communications and feedback situation is essential to successful planning. Most errors are made in a vacuum.

THE STUDENT UNION and the CAMPUS

Many of the goals, problems and questions relating to the student union program have been mentioned in the discussion of programming and campus planning. I would now like to use the statements of purposes by the Association of College Unions as a framework for emphasizing the programming and total campus planning inputs to the design of the student union. I have taken the liberty of condensing some of the wording; hopefully retaining and perhaps clarifying the ideas.

1. "The union is the community center for all members of the college family - students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well considered plan for the community life of the college."

This is certainly all-encompassing. And since it is, one of the first things to determine is the matter of priorities. Are we really going to be all things to all people equally? Or,

if this is not possible, who are we going to favor first? If it is to be students, are commuter students to get equal billing? Commuter students have a difficult time identifying with the college community, and this problem is too often neglected. How can we create a home base for the commuter? Should it be in the union? A residence hall? The Library? In the academic department in which the student is majoring? What does he need? Some storage space maybe a study desk. If so, the location relative to his parking space or bus stop becomes important. If it is not at a convenient place on the way from car to class, it won't be useful; therefore, it won't be used. On a large campus, wouldn't this tend to decentralize the union? And if it is decentralized, how can we establish the sense of community throughout the satellites?

Is the union to be the umbrella over the total college community? Including residence halls, intramurals, chapel? If not, (or if so, for that matter) the total plan for community activities and services must be coordinated and related to programs for health, physical education, counseling, chapel, dining, residence halls, etc.

Another question to be answered is the degree to which our community and that of our off-campus neighbors overlap. How much of a Town-Gown mixer are we to be?

What do we mean by "community" anyway? In the first place, the type of community must be established by the basic goals of the college and the concepts of the campus plan. Are we trying to establish university unity? Or is the emphasis on the separate identity of coordinate colleges or other elements? The latter might lead to a satellite solution. Are we isolationists or town-oriented? And do we really know anything about the sociological needs and effects involved? Here is where we really are insecure. Has anyone studied the union and determined what effects it really has on its users? Or how much and what kind of use it actually gets?

Obviously, we are dealing with a complex situation; and, too often, with conflicting theories not backed with sufficient facts to be discerning. Where does it leave us? Back to the approach of "first things first." Three basic items are mentioned in the first general goal: PROGRAM, ORGANIZATION, BUILDING. Let's do our best to keep them in that order; first establish the program, then the organization to implement it, then we will have something for which to plan a building.

With regard to the program -- let's face it: We will have to establish priorities. We can't put everything "next to the kitchen." When we encompass so many kinds of activities for so many kinds of people it would be too optimistic to hope that they could all be compatible. Just a short look at the possible conflicts should illustrate this point. A basic one is the need for convenient pedestrian access from various places on campus vs. the requirement for auto access from town and for special campus events. Others: social vs. study; psychological differences because of age levels, occupations, background; student vs. town convenience; student vs. convention activities; private commercial vs. public subsidized business; noise vs. quiet, etc., etc. Many of these problems can be solved by skillful architectural design, but some of them take us back to the basic planning issue: centralization vs. decentralization.

2. "As the 'living room' or the 'hearthstone' of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom."

The main point here again is programming. How do we determine the <u>real needs</u> for "services, conveniences, and amenities" which will reinforce informal association outside the classroom?

Again, we need help from the psychologists and sociologists. I would also like to make a plea for research on your part. If you could agree on some basic survey techniques and begin some simple, yet serious, collection of behavioral data and analysis of activities, over a few years time it might turn out to be one of the most useful projects you have tackled. One form this might take is the establishment of performance criteria for new unions, and then collection of data to compare actual performance to the criteria year by year. As part of an EFL sponsored research project we are experimenting with student diaries and time budgets to help analyze activities as a tool for campus planning.

3. "The union is part of the educational program of the college."

   a. It serves as a laboratory of citizenship.

   b. It provides a cultural, social, and recreational program aiming to make free time activity a cooperative factor with study in education.

   c. It encourages self-directed activity. Its goal is the development of persons as well as intellects.

This is an extremely challenging set of goals. It offers great opportunity for exploration and innovation. Again, serious research is called for to discover real ways in which the union can support the educational process. What types of cultural, social and recreational activities can engender student-to-faculty contact, and intellectual discourse among students? Should the union provide study space? Carrels? Educational TV? Remote language labs? Reading rooms? To what extent should the union and library functions overlap? Or be combined? Accessibility to snacks is often cited as a desirable quality for study space, and is often a library shortcoming. Should there be a satellite union in the library? This might be a catalyst to intellectual discussions and an inducement to increased library study. How

about the possibility of cooperative programs with the physical education department in the area of physical development, i.e., a health club type facility? It would seem that union and residence hall functions also overlap in some areas. Could cooperative programs under the union aegis solidify the achieving of college goals? Is it possible that union sponsored movies, for example, would reach more students if shown via TV in residence hall lounges? The boob tube might be a form of satellite union, just as the "robot room" (vending machine snack bar) is on many campuses. In fact, looking at it from a program standpoint, most unions are decentralized to some extent. If the satellite union exists in programs, should its physical plant respond accordingly? The possibilities appear endless.

Another area of exploration is in the development of the self-directed student. One possibility is in the provision of "blank" space in the union which students or groups can individualize. This might occur in the commuter's home base, to give him a piece of territory corresponding with the resident student's dorm room. I know of an instance where the students were given a left-over pantry space that they converted into a coffee house. They decorated the space, hire entertainment, and it is probably the most popular and successful program in the union.

4. "The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college."

How is this to be done? This goal of unity is,in a sense, the sum and substance of all the others. It has also been expressed in one of your publications as "centralizing, integrating, and democratizing community effort and activity." Are the goals of centralizing and integrating in geographic conflict? Another quote: "...will draw together in one place - the social and cultural heart of the campus." Question: How many people can one heart serve?

Should the union be a heart (centralizing) or the bloodstream (integrating)? Is a central location a greater unifying force than a weaving of programs and activities throughout the fabric of the campus? Or would physical dispersal, especially on a large campus, create more awareness, exposure, use, and thus more unity? The answer to this basic question should be found through the creative programming process. When the goals of the college and the union have been analyzed and put in perspective, when all the other questions have been asked and answered, then the best concept for the physical plan should be apparent.